DOCUMENT RESUME

ED 260 844 PS 015 329

| | |
|---|---|
| TITLE | Superintendent's Early Childhood Study Group Report. |
| INSTITUTION | Michigan State Board of Education, Lansing. |
| PUB DATE | Sep 84 |
| NOTE | 44p. |
| PUB TYPE | Reports - Research/Technical (143) |
| EDRS PRICE | MF01/PC02 Plus Postage. |
| DESCRIPTORS | Child Development; *Early Childhood Education; *Educational Finance; *Educational Policy; *Kindergarten; Preschool Education; Questionnaires; Reading Readiness; School Districts; *School Readiness; Screening Tests; *State Aid; State Surveys |
| IDENTIFIERS | *Michigan; Screening Procedures |

ABSTRACT

Intended to provide an intensive and comprehensive view of all early childhood programs serving children before they enter first grade, this population study focused on preschool, readiness kindergarten, regular kindergarten, and readiness first grade programs in all of Michigan's 528 K-12 school districts. Reflecting the 1983-84 school year, data focused on 11 questions contained in The Survey of Public School Pre-Kindergarten and Kindergarten Programs. The report of findings is organized according to program type, and a summary of findings is provided prior to the presentation of data. Recommendations to the State Board of Education and to the governor and legislature are offered. It is concluded that existing kindergarten programs must be upgraded by addressing issues of parent education, class size, teacher training, program options, screening, and program development. Appendices provide (1) a list of members of the Superintendent's study group on early childhood education; (2) the survey questionnaire; (3) lists of screening and/or readiness testing instruments used in the programs (including district frequencies); (4) figures indicating, by district, number of developmental kindergartens; pre-first graders; amount of state aid per pupil; total state cost; as well as longevity by program type. (RH)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED260844

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

# Superintendent's Early Childhood

# Study Group Report

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Clarence Wills
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

**September, 1984**

**Michigan State Board of Education**

PS 015329

STUDY GROUP CO-CHAIR:
Dr. Carolyn Cummings
Consultant for Early Childhood Education
Saginaw I.S.D.

Ms. Carole Quarterman
Executive Director
Detroit/Wayne County 4-C

AD HOC CHAIR:
Dr. Samuel Meisels
Center for the Study of Human Growth
The University of Michigan

DEPARTMENT OF EDUCATION STAFF:
Dr. Marvin H. McKinney
Mr. Paul D. Novak
Dr. James M. Rudolph

ASSISTED BY:
Ms. Jacquelyn Thompson
Ms. Barbara Schram

TABLE OF CONTENTS


| | Page |
|---|---|
| INTRODUCTION | 1 |
| ASSESSMENT OF THE PROBLEM SITUATION | 1 |
| DEFINING KINDERGARTEN IN MICHIGAN | 2 |
| BACKGROUND OF THE STUDY | 3 |
| THE SURVEY | 5 |
| DEFINITIONS OF TERMS | 5 |
| PRE-KINDERGARTEN SUMMARY | 8 |
| PRESENTATION OF DATA BY PROGRAM TYPE (Pre-Kindergarten) | 8 |
| READINESS KINDERGARTEN SUMMARY | 11 |
| PRESENTATION OF DATA BY PROGRAM TYPE (Readiness Kindergarten) | 11 |
| PRE-FIRST GRADE READINESS SUMMARY | 14 |
| PRESENTATION OF DATA BY PROGRAM TYPE (Pre-First Grade Readiness Program) | 14 |
| RECOMMENDATIONS TO THE STATE BOARD OF EDUCATION | 16 |
| RECOMMENDATIONS TO THE GOVERNOR AND STATE LEGISLATURE | 20 |
| STUDY CONCLUSION | 21 |
| BIBLIOGRAPHY | 21 |


APPENDICES


Appendix A - Study Group Membership

Appendix B - Ad Hoc Membership

Appendix C - Survey of Public Schools

Appendix D - Screening Instruments Utilization and Frequency

Appendix E - Listing Readiness Programs by State Aid Reimbursement

Appendix F - Longevity by Program Type

## INTRODUCTION

In the decade from 1970 to 1980, enrollment in the nation's pre-kindergarten and kindergarten programs increased by 21 percent--from 4.3 million to 5.2 million. This increase took place despite a 14 percent decline in the 3 to 5 year-old population (Frankel & Gerald, 1982, p. 15). One reason for this increasing enrollment has been the support in research for long-term benefits from quality early childhood programs (e.g., Lazar et al., 1982), particularly for children from poor and minority group populations. Another reason for the increase has been the growing demand of middle class families for care and tutelage for their pre-school children, especially those in which mothers are employed outside the home.

In accord with this trend, public schools in Michigan have developed three types of programs: pre-kindergarten programs for four year-olds, readiness kindergartens for five year-olds judged not yet ready for regular kindergarten, and pre-first grade readiness programs for children who have completed kindergarten but are judged not yet ready for first grade. Though differing in purpose and pattern, these programs have in common the conviction that children's experience during the early years has important and enduring effects on their subsequent development and, in fact, on all their transactions in the world of people and ideas.

## ASSESSMENT OF THE PROBLEM SITUATION

Early childhood education in Michigan is receiving considerable attention from policy makers, parents, and professional educators. The Blueprint for Action authored by the State Board of Education in January, 1984 advocates the establishment of statewide screening for 3-5 year olds and the establishment of locally developed pre-primary programs. In September

of 1983, Senate Bill 9 and House Bill 4094 were introduced in the Michigan Legislature to address the issue of "less mature" children entering kindergarten. During the 1983-84 school year, the Michigan Teacher Certification Code Commission established an ad hoc committee to specifically deal with the area of early childhood endorsement. These issues have set the parameters for a discussion that is long overdue.

In Michigan, as in many states, we are faced with a problem that directly affects children upon public school entry. The issue that surfaces is how to provide an early educational program that is challenging, enriching and developmentally appropriate.

This issue is by no means unique to any locale. Some school districts have begun to offer alternative kindergarten or early school programs that are intended to provide a more appropriate match between the educational program and the development and educational "maturity" level of children. Some of the more common approaches currently used by districts to enhance the match between child and regular kindergarten are to provide pre-school programs for 3 and 4-year olds, readiness kindergartens for late birthday or more slowly maturing 5-year olds, transition first grades for more slowly maturing 6-year olds. Other school districts continue to resolve the problem of match between child and kindergarten in the more traditional manner: retain "failures" in kindergarten for a second year, or informally screen the child at entry and counsel parents to delay school entry.

For many parents whose child is judged "not ready" this not only creates a hardship but it also leads to a series of difficult questions, such as: "What does ready mean?", "Isn't this a public school that provides programs for five-year olds?", "Is there any way I can help get my child ready?", and finally "What is kindergarten, anyway?"

## DEFINING KINDERGARTEN IN MICHIGAN

"What is kindergarten?" The answers to this question would have perhaps been relatively uniform in the 1950's or 1960's, but in the 1980's a polarization of response is the norm, stratified by the degree of academic preparation for first grade. Moreover, in the State of Michigan, this question has taken on political overtones as expressed in Senate Bill 9 and House Bill 4094. As quoted in a September 27, 1983 communique from the House Education Subcommittee on Early Childhood Education to the House Education Committee, Representative Wilfred Webb, Chair:

> "Advocates of House Bill 4094 and Senate Bill 9 believe that one way to resolve this problem (less mature children) is to increase the minimum age requirement for entry to kindergarten by 120 days. Since both bills currently under consideration would allow school districts to roll back the entry age deadline from December 1 to September 1 each year, they are of the opinion that the proposals offer an expedient, generally acceptable solution.
>
> Opponents of House Bill 4094 and Senate Bill 9, however, have expressed a real concern that many disadvantaged children, and children from low and in many instances, middle income families who would greatly benefit from early school entry would not be able to attend. Children from more affluent homes would be financially able to attend private pre-school programs, and some families, meeting strict poverty level guidelines, may qualify for the Head Start Program."

In summation, this communique concluded:

> "The fundamental question is: Should the problems of the less mature student be resolved by delaying his educational opportunity, or should alternative educational programs geared to the learning and maturization needs of the child be encouraged?"

## BACKGROUND OF THE STUDY

On October 4, 1983 the House Education Committee, under the chairmanship of Representative William R. Keith, in a correspondence to Dr. Phillip E. Runkel, State Superintendent of Public Instruction. . .

> recommended that the Department of Education work with local school districts to design and implement alternative pre-school programs for less mature children. . .The Department's

report should include data on the extent to which districts already offer developmental kindergarten and pre-school programs and the degree of utilization of these programs."

At its October 5th meeting, the State Board of Education directed the Superintendent to establish a Study Group (see Appendix A for list of membership) to perform the following tasks:

1. TO LOOK AT THE ISSUE OF PRE-SCHOOL AS PRESENTED TO THE STATE BOARD OF EDUCATION;
2. TO WORK WITH LOCAL SCHOOL DISTRICTS TO DESIGN AND IMPLEMENT PROGRAMS FOR LESS MATURE CHILDREN; AND
3. TO MAKE RECOMMENDATIONS TO UPGRADE EXISTING KINDERGARTEN PROGRAMS.

Dr. Runkel appointed a Superintendent's Study Committee that became operative on January 17, 1984. At this initial meeting, the Study Group decided to solicit baseline information from each school district in the state. This baseline information would be descriptive and inclusive of program type, funding source, program longevity, teacher training and screening procedures for program entry.

The Michigan Department of Education did not have a centralized data base for early childhood programs specific to the stated task of the Study Group. Fourth Friday Count Data showed 121,000 kindergarten students and 2,611 kindergarten teachers, but the Study Group found this data insufficient for program identification and subsequent policy recommendations for young children in Michigan.

The Study Group was composed of sixteen organizations. Additionally, an ad hoc group (Appendix B) was organized to lend scholarly expertise and technical assistance to the formal group. Each group met six times between January and May of 1984.

The group wanted to answer the premier question: "What does early pre-school and kindergarten look like in the public sphere in the State

of Michigan?" The culmination of this effort was in the design of the attached survey, Form SP-3173, "Survey of Public School Pre-Kindergarten and Kindergarten Programs" (Appendix C).

## THE SURVEY

This study was designed to be an intensive and comprehensive look at all early childhood programs in the State of Michigan prior to children entering first grade. The effort centered on all 528 (K-12) school districts in the state and specifically categorized those districts according to program type as follows: Pre-school Programs, Readiness Kindergarten Programs, Regular Kindergarten, and Readiness First Grade Programs. A population study was selected instead of a more manageable and convenient sample study for two reasons. First, the Michigan Department of Education does not currently collect individual school district data on kindergarten or first grade program type; consequently, we had no way to ascertain the identification of such districts. Secondly, the diversity of the Michigan public school districts in terms of geography and demography raised serious concerns relative to the accuracy of a sample study. To serve the multiple purposes of the Michigan Department of Education, The House Education Committee, and the membership of the Superintendent's Early Childhood Study Group, data were collected from 518 reporting districts stratified on the four previously mentioned program types on 11 separate questions. The data collection period extended for one month (June, 1984) and is reflective of the 1983-84 school year.

## DEFINITIONS OF TERMS

The present study looks at early childhood practices as defined by the following categories throughout the public school system in the State of Michigan:

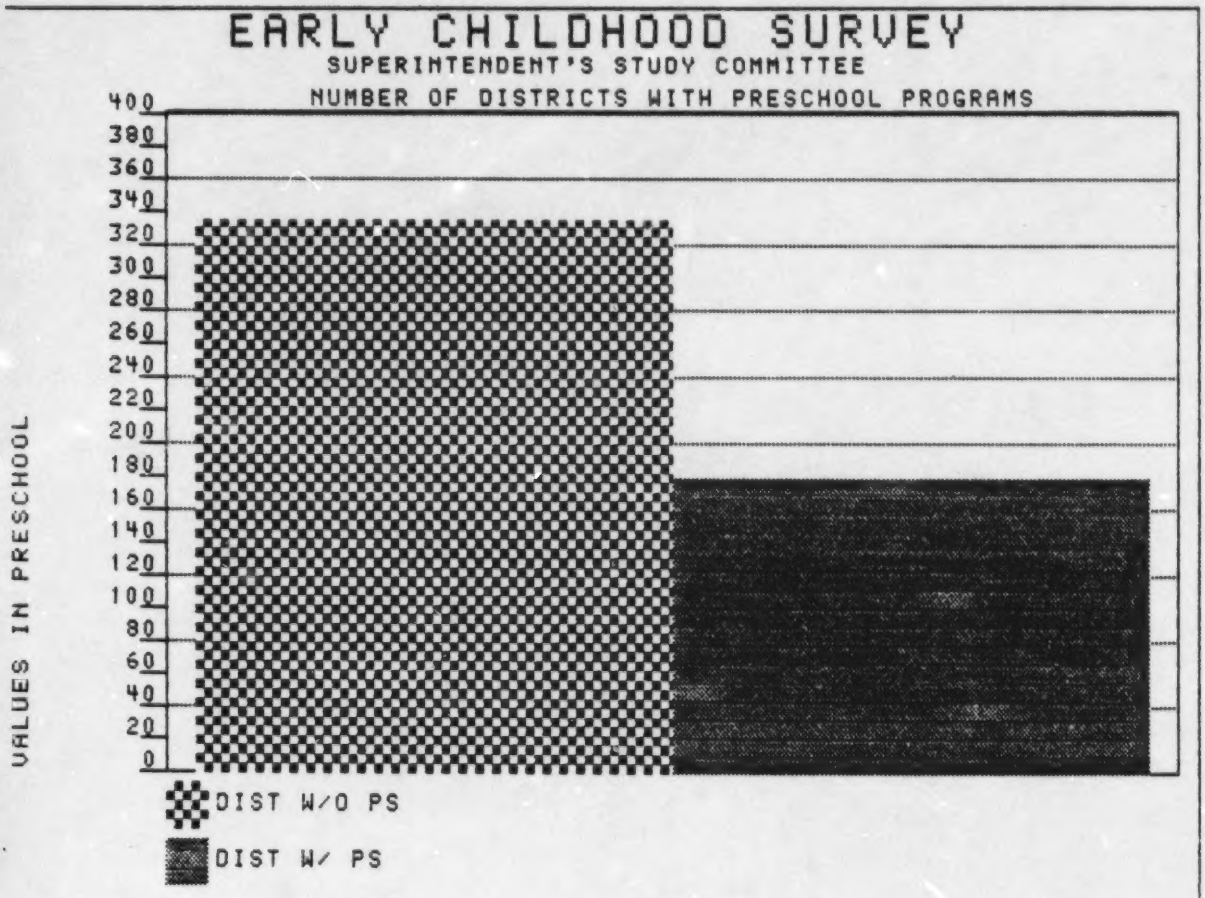
DEFINITIONS:

1. PRE-KINDERGARTEN PROGRAMS are public school programs for children who have not reached the age of five by December 1 of the enrollment year, e.g., Head Start.
2. READINESS KINDERGARTEN is designed for those children who are five by December 1, but who are determined "not ready" for the regular kindergarten program, e.g., young fives, developmental kindergarten, readiness kindergarten, etc.
3. REGULAR KINDERGARTEN is a half-day kindergarten program for children who are five years old by December 1 of the enrollment year.
4. PRE-FIRST GRADE READINESS PROGRAMS are designed for children who have completed kindergarten, but who are determined "not ready" for first grade, e.g., transition rooms, primary rooms, junior first grades, reading readiness rooms, pre-first grades, etc.

The Survey of Public School Pre-Kindergarten and Kindergarten Programs (SP-3173) was mailed to 558 local school districts. The return rate was 92.8% (518). The school districts serve approximately 98% of the 1.7 million students enrolled in school year 1983-84.

PRESENTATION 07 PRE-SCHOOL DATA

Responding Districts N = 494




Legend

Districts with Pre-K
37.85 N = 187
Districts without Pre-K
62.14 N = 307

## PRE-KINDERGARTEN SUMMARY

One-third of all school distircts in Michigan now offer pre-kindergarten programs, despite the fact that such programs are not funded by state government and federal funding for pre-kindergarten programs is not set aside for public schools. The number of pre-kindergarten programs is growing, with a net gain of 26 districts offering them during the 1984-85 school year (32 adding the program, 8 terminating it). Forty more districts say they would consider offering these programs if funding and/or space were available. Federal funding--Head Start, Chapter 1, and Community Education-does support early childhood programs operated by more than 140 districts.

There appears to be no consistent pattern to screening or the criteria for program involvement. Moreover, 40 different instruments are utilized testing the separate areas of information, language development, reading and math readiness, social development, motor development, visual and auditory development.

## PRESENTATION OF DATA BY PROGRAM TYPE

### Pre-Kindergarten

I. There are currently 187 (36% of the respondents) school districts offering such programs. Sixty-seven of these programs are funded directly by one source. The remaining 120 districts use a combination of funding sources for program operation.

A1.

| Programs | Number of Single Funding Source | Number of Combination Funding Source |
|---|---|---|
| Chapter I | 24 | 32 |
| Community Education | 3 | 55 |
| Head Start | 17 | 42 |
| Local Revenues | 7 | 39 |
| Parent Tuition | 16 | 59 |

II. Data for Districts Not operating a Pre-Kindergarten Program:

A. Thirty-two districts not currently operating a program are planning to do so for the 1984-85 school year.

B. Cited reasons for not operating a pre-kindergarten program:

| Reasons | Number of Districts |
|---|---|
| 1. Too few children | 81 |
| 2. The need is being met in Private Sector | 155 |
| 3. Lack of Space/Funds | 40 |
| 4. Other Reasons | 65 |

III. Data for Districts Currently Operating a Pre-Kindergarten Program:

A. The average number of years these programs have been in existence is nine. The range is 1-20. Forty-four or 20.4% of the districts with pre-kindergarten have programs that have been in existence for five years or less (See Appendix F).

B. Eight school districts are planning to terminate this program in 1984-85.

C. Eighty (80) of the districts with pre-kindergarten provided at least 7.5 hours of classtime per week while 58 of that number provided 12.5 hours or more of classtime per week.

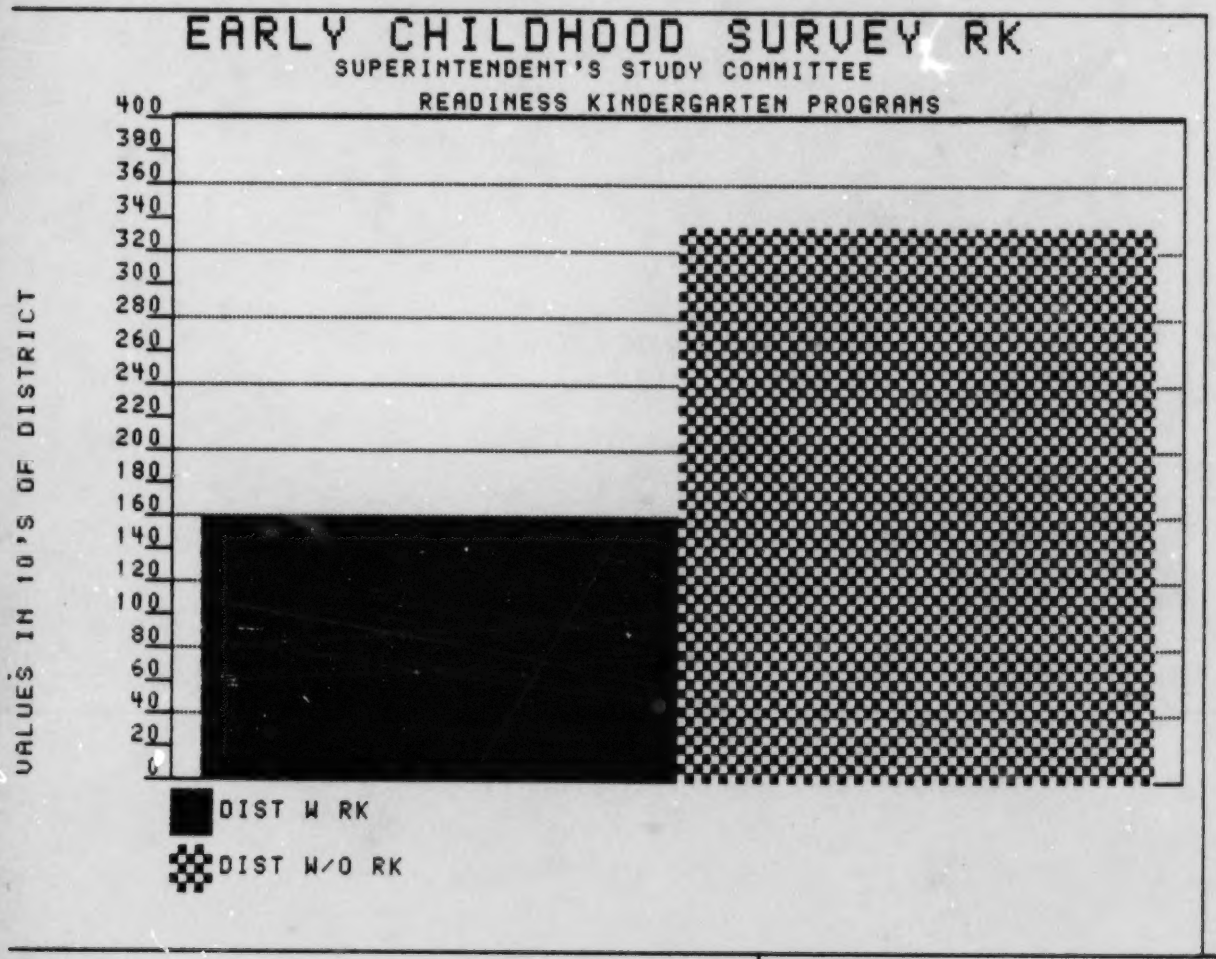
D. The tabulated enrollment for pre-kindergarten programs was 22,931.

E. Sixty-nine (69) programs required some form of early childhood endorsement for its teaching staff, either a ZA or a CDA (Child Development Associate requested by Head Start).

F. A standardized instrument for screening or readiness testing is used in 102 of the pre-kindergarten districts. Forty (40) different tests are used for this purpose (see Appendix D for utilization listing and frequency).

PRESENTATION OF READINESS KINDERGARTEN DATA

Responding Districts N = 497




**Legend**

**Districts with Readiness K**
32.9 N = 161
**Districts without Readiness K**
67.60 N = 336

## READINESS KINDERGARTEN SUMMARY

The data as collected suggests a proliferation of Readiness Kindergarten programs over the last five years with 67 additional school districts planning such programs for 1984-85 for a net gain of 55 (12 districts are terminating). This could bring the total to 221. Currently, of the 166 districts that had a program in 1983-84, 135 were "in formula" districts that served 4,684 students while 1,015 (17.8%) children were served in "out of formula" districts. The state aid reimbursement for this activity was $3,430,933. Fifty (50) additional school districts cited inadequate funds as the reason for not operating a program.

The average number of years this program type has been in existence is five years and 90 districts or 62% of all programs have been in operation for five years or less. The data show that 157 or 95% of all programs are half-day sessions.

Forty-eight of the responding districts utilized the Gesell Readiness for screening, however, 31 different standardized instruments are also used. Nine districts are using their own locally developed screening instruments.

Teachers with early childhood training, are required for 28 (17%) of the responding districts. The children enrolled in Readiness Kindergarten are generally required to attend an additional year of regular kindergarten.

## PRESENTATION OF DATA BY PROGRAM TYPE

### Readiness Kindergarten

I. There are currently 161 school districts (33.7% of the respondents) offering such programs.

II. Data for Districts Not Operating a Readiness Kindergarten.

A. Sixty-seven (67) districts not currently operating a program are planning to do so for the 1984-85 school year.

B. Cited reasons for not operating a Readiness Kindergarten:

| Reasons | Number of Districts |
|---|---|
| 1. Too few children | 115 |
| 2. The need being met in Private Sector | 49 |
| 3. Other Reasons | 71 |
| 4. Lack of Space/Funds | 50 |
| 5. Rejection of Concept | 6 |

III. Data for Districts Currently Operating a Readiness Kindergarten.

A. The average number of years these programs have been in existence is five. The range is 1-20. Ninety or 65% of the districts have programs that have been in existence for five years or less.

B. Ten school districts are planning to terminate this program in 1984-85.

C. Of the responding districts, 157 provided a half-day program of 12.5 - 15 hours of class time per week.

D. There were 5,699 students enrolled in these programs.

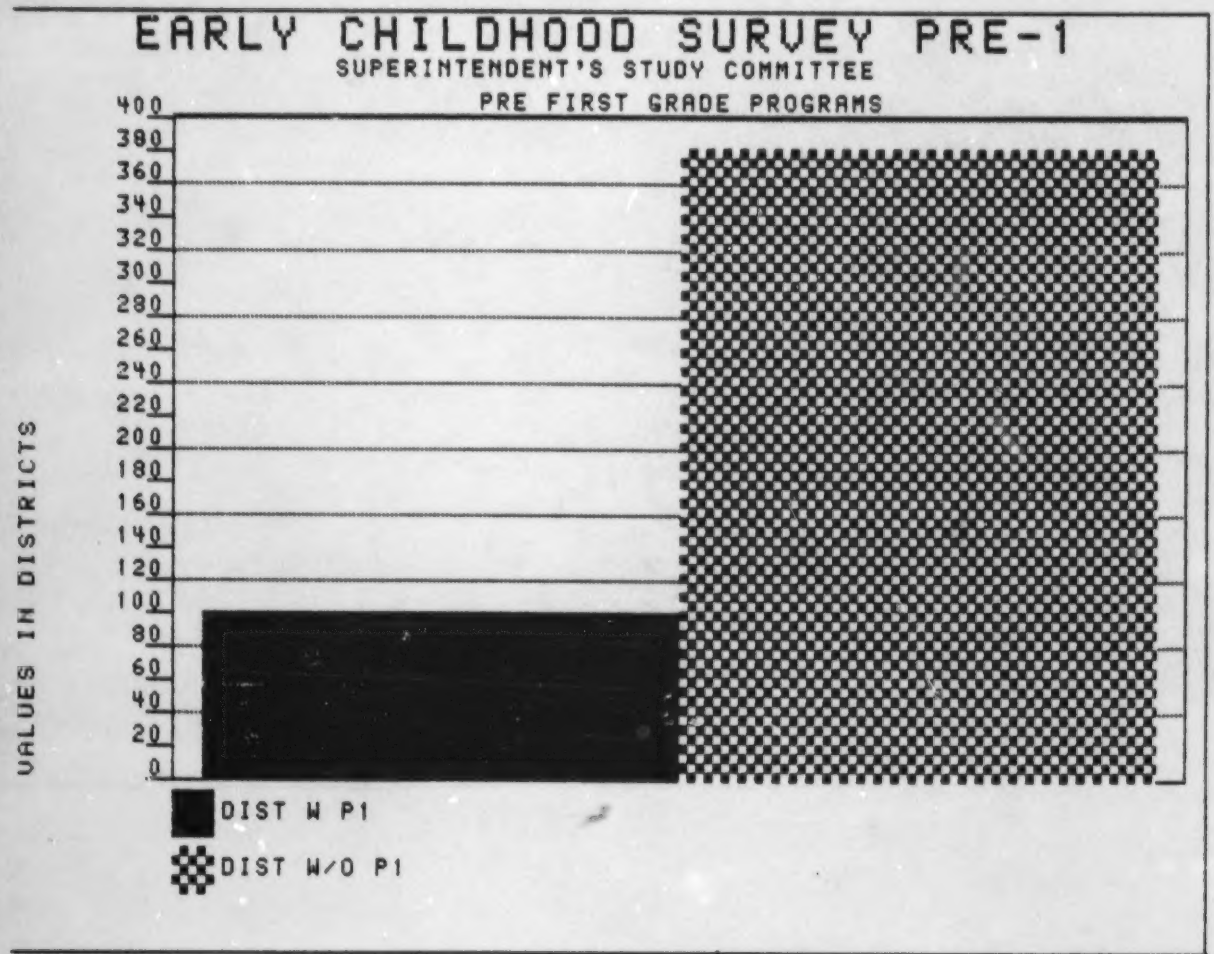
E. Twenty-eight (28) or 17% programs required a ZA early childhood endorsement for its teaching staff.

F. Of the reporting districts, 133 always require a full academic year of kindergarten before starting first grade.

G. Of the districts operating a program, 177 use a standardized instrument for screening or readiness testing. Thirty-three different tests are used for this purpose (see Appendix D for listing and utilization frequency).

PRESENTATION OF PRE-FIRST GRADE DATA

Responding Districts N - 486




Legend

Districts with Pre-1
20.98 N = 102
Districts without Pre-1
79.01 N = 384

## PRE-FIRST GRADE READINESS SUMMARY

The Pre-First Grade Readiness data reveal 102 school districts providing this type of experience. Of the responding districts 19 were "out of formula" districts. These districts served 575 children. The "in formula" districts serve 1,882 children. The net state aid reimbursement was $1,313,163. Twenty-nine districts are planning to terminate this program in 1984-85 while 37 districts are planning to operationalize such a program in 1984. "Too few children" was cited by 139 districts as the reason for not having this program. "Other reasons" were cited by 166 school districts inclusive of 60 districts that identified "lack of funding" as the primary reason for not having such a program.

This program across the state is similar to both the pre-school and readiness kindergarten in terms of a recent proliferation during the last five years. The average number of years such programs have been in existence is seven years, while 45 (50%) have been in existence for less than five years. All of the responding districts operated full day programs.

The screening for this type of program differed from the Pre-K or Readiness Kindergarten in that the emphasis appeared to focus on reading readiness and school achievement more so than the aforementioned child development categories.

As with the other two programs, a relatively small percentage of districts, (12 districts 10%) require a ZA early childhood endorsement.

## PRESENTATION OF DATA BY PROGRAM TYPE

### Pre-First Grade Readiness Program

I. There are currently 102 (32.9%) school districts offering first grade readiness programs.

II. Data for Districts Not Operating a Readiness First Grade:

A. Thirty-seven districts not currently operating a program are planning to do so in 1984-85.

B. Cited reasons for not operating a Readiness First Grade:

| Reasons | Number of Districts |
|---|---|
| 1. Too Few Children | 139 |
| 2. Other Reasons | 93 |
| 3. Lack of Funding | 60 |
| 4. Rejection of Concept | 13 |

III. Data for Districts Currently Operating a Readiness First Grade:

A. The average number of years these programs have been in existence is 7.2. The range is 1-20. Forty-five (50%) of the districts have programs that have been in existence for five years or less.

B. Twenty-nine school districts are planning to terminate this program in 1984-85.

C. All districts reported a full-day program.

D. There were 2,457 students enrolled in these programs for 1983-84.

E. Twelve (10%) programs require a ZA early childhood endorsement for its teaching staff.

F. A standardized instrument for screening or readiness testing was used in 94 of the Readiness First Grade districts. Thirty different tests are used for this purpose (see Appendix D for listing and utilization frequency).

Where do we go from here? The survey indicated that about a third of the school districts in the state operate pre-kindergarten programs, despite the relative lack of non-district funding for such programs. About a third operate readiness kindergartens, and about a quarter operate pre-first grade readiness programs. The fact that these programs are so widespread suggests strongly that early childhood programs are an area that deserves attention from the Michigan Department of Education.

ISSUE: Teacher Training

Growth in the early years consists of a complex and rapid change in every phase of development. These phases are interdependent and each is crucially important. Health and physical growth, social and emotional development and cognition can be thought of as separate entities, but are actually dependent aspects of the whole person. An understanding of the total development of young children is necessary for planning and implementing appropriate educational programs. (Jacobs, Bursak, 1975)

In studying the area of early childhood education and the many facets of child development, an important aspect that must be dealt with is the need for certification standards for teachers in pre-schools and kindergartens.

The federal Head Start program has mandated that each of its teachers be in possession of a Child Development Associate credential. Additionally, the Detroit Public Schools have requested that any teacher anticipating to be employed in its newly initiated extended day kindergarten be in possession of a ZA endorsement.

The Journal of Teacher Education (March/April, 1983) published the results of a national survey on early childhood teacher certification. The following table shows the distribution of responses. The article concludes that there is a continuing need for specially trained early childhood teachers.

This report has provded an opportunity to examine the state of public school early childhood programs in Michigan. The Superintendent's Early Childhood Study Committee and the Early Childhood Ad Hoc Committee have helped to clarify issues and suggest directions to the Michigan Department of Education in formulating policies for young children. The following recommendations are made in the hope of contributing to future deliberations that should strengthen early childhood education programs in Michigan.

On January 11, 1984, the State Board of Education presented to the citizens of Michigan a document titled "Better Education for Michigan Citizens: A Blueprint for Action". This document is a. . ."plan to improve education in Michigan which emphasizes equity as well as excellence." It is in the format and the spirit of this document that the Superintendent's Early Childhood Study Group offers the following recommendations.

## RECOMMENDATIONS TO THE STATE BOARD OF EDUCATION

RECOMMENDATION 1: Initiate the formation of an Early Childhood Referent Group to assist the Department in the formulation of policy recommendations and referent group identification.

RECOMMENDATION 2: With the assistance of this Early Childhood Referent Group, analyze the advantages and disadvantages of pre-kindergarten, developmental kindergarten, developmental first grade, and other early childhood program options.

RECOMMENDATION 3: Develop curriculum guidelines for pre-school and kindergarten programs.

RECOMMENDATION 4: Develop guidelines for parent training specifically related to growth and development.

RECOMMENDATION 5: Work with other state agencies to ensure the maximum impact of support for young children and their families.

Early Childhood Certification
Age and/or Grade Level Classifications

| Age/Grade Level Classification | Number of States* |
|---|---|
| Birth to age 4 | 1 |
| Birth to K; birth to age 6 | 2 |
| Birth to age 8 | 2 |
| Pre-K; ages 4-5 | 3 |
| N-K; ages 3-6 | 7 |
| N-3; ages 2-8 or 3-8 | 9 |
| Grades N-6 | 1 |
| K only | 5 |
| Grades K-3 | 13 |
| Grades K-4 | 1 |
| Grades K-6 | 1 |
| Grades K-8 | 4 |
| No description received | 3 |

*The 50 states plus the District of Columbia are included. One state, Ohio, offers two types of certification at the early childhood level.

The data in this study indicate that 28 of the 166 districts operating Readiness Kindergarten and 12 of the 102 districts operating Readiness First Grade programs require an early childhood ZA endorsement or specialized early childhood training. These numbers suggest that 85% of the programs could have a teacher with no specialized training. Without question, the people who work with young children are the key factors in determining whether a child succeeds in the pursuance and mastery of developmental tasks. Additionally, we need expertly trained teachers to expertly train parents.

RECOMMENDATION 6: An early childhood commission should be established by the Department of Education to systematically review and critique early childhood programs at all state universities.

RECOMMENDATION 7: A regional staff development/inservice training program should be established by the Michigan Department of Education at the intermediate school district level or encouraged through inter-district consortia.

RECOMMENDATION 8: A two-week summer teacher training program should be established at a state university pulling together early childhood trainers from the university programs. Teacher trainers should be provided stipends with the cost absorbed by their local districts.

RECOMMENDATION 9: Refer to the State Certification Code Commission that by 1990 local and intermediate schools be required to hire only those early childhood personnel with a ZA endorsement.

ISSUE: Screening of Children for Program Involvement

Screening can be defined as a process of confirming the development of a child by means of quickly and easily administered procedures. This process does not identify the nature of the problem, nor the reasons for it; screening merely indicates the existence of a condition that is not normally seen in the child's chronological age mates. After screening, diagnosis of the intensity or extent of the condition should be ascertained followed by prescribed treatment.

From the plethora of instruments used, the criteria for being assigned to a Readiness Kindergarten or a Readiness First Grade is subject to interpretation. In order to insure that programs are specifically designed for the advantage of children, the issue of reliable and appropriate screening must be addressed. This will aid in minimizing the confusion that many parents have in understanding the need for alternative or extra early childhood programs.

RECOMMENDATION 10: The Michigan Department of Education should assume the responsibility to assist districts with the process of student selection by:

a. providing a recommended list of instruments for screening, assessment and reporting to parents;

b. provide training seminars in test selection and test administration.

## RECOMMENDATIONS TO THE GOVERNOR AND LEGISLATURE

ISSUE: Funding

Program development in many ways is attached to funding availability, however, the integration of parent education and early childhood programs should be pursued.

It comes as no surprise that 83% of school districts providing Readiness Kindergarten programs and 80% of those districts providing Readiness First Grade programs are "in formula" districts. The combined net state aid (pay out) for these programs is $4,744,096. In light of the fact that the state does not provide funding for pre-school, but apparently does, at least in part, for the other two programs, it is impossible to ascertain whether or not the involved districts would opt for a pre-school program for four-year olds or a two-year kindergarten program for five-year olds, if funding was available. One way of considering this issue is that by not establishing a policy on early childhood programs, the State Board of Education has actually set a policy. Different models of early childhood education inclusive of extended day kindergarten should be an option available to local districts for state aid reimbursement instead of only Readiness Kindergarten and Readiness First Grade. Communication and sharing with the entire elementary program especially first grade staff should be an integral part of each early childhood program.

RECOMMENDATION 1: Legislation should be pursued to financially reimburse districts for state approved early childhood education programs.

RECOMMENDATION 2: Local districts should be encouraged through financial incentives to pursue early childhood programs.

RECOMMENDATION 3: A portion of the grant incentives program should be specifically targeted for early childhood education programming.

## STUDY CONCLUSION

CONSIDERING THE MYRIAD OF ISSUES THAT HAVE SURFACED IN THE COURSE OF THIS STUDY, THE SUPERINTENDENT'S STUDY GROUP CONCLUDES THAT THE PROBLEMS INHERENT IN EARLY CHILDHOOD EDUCATION CANNOT BE CORRECTED BY MERELY CHANGING THE ENTRY DATE AS AN ISOLATED ACTIVITY. WE MUST UPGRADE THE EXISTING KINDERGARTEN PROGRAM BY ADDRESSING THE ABOVE MENTIONED ISSUES INCLUSIVE OF PARENT EDUCATION, CLASS SIZE, TEACHER TRAINING, PROGRAM OPTIONS, SCREENING AND PROGRAM DEVELOPMENT.

## BIBLIOGRAPHY

M. M. Frankel & D. E. Gerald, (1982). Projections of education statistics to 1990-91, Vol. 1: Analytical report. Washington, D.C.: National Center for Education Statistics.

Lazar, I., Darlington, R., Murray, H., Royce, J., & Snipper, A. (1982). Lasting Effects of Early Education. Monographs of the Society for Research in Child Development, 47 (1-2, Serial No. 194).

APPENDIX A

Superintendent's Study Group
on Early Childhood Education

MEMBERSHIP LIST

| ORGANIZATION NAME | REPRESENTATIVE NAME |
|---|---|
| Child Care Coordinating Council of Detroit/Wayne County | Ms. Carole E. Quarterman, Exec. Dir.<br>Detroit/Wayne County 4-C<br>5031 Grandy<br>Detroit, Michigan 48211 |
| Michigan Association of Administrators of Special Education | Ms. Cherrill Flynn, Consultant<br>Preprimary Impaired Programs<br>Oakland Schools<br>2100 Pontiac Lake Road<br>Pontiac, Michigan 48054 |
| Michigan Association of Community and Adult Education | Mr. Patrick G. Shafer<br>Co-President, MACAE<br>Community Education Director<br>Orchard View Public Schools<br>2310 Marquette<br>Muskegon, Michigan 49442 |
| Michigan Association for the Education of Young Children | Mr. Dan Hodgins, President<br>447 New Yorker<br>Mt. Morris, Michigan 48458 |
| Michigan Association for Supervision and Curriculum Development | Dr. Dixie Hibner, Principal<br>Saline Public Schools<br>Jensen Elementary School<br>203 Risdon Drive<br>Saline, Michigan 48176 |
| Michigan CDA Advisory Council | Ms. Cecelia Mobley, Chairperson<br>Education Specialist<br>City of Detroit (Head Start)<br>Neighborhood Service Department<br>5031 Grandy<br>Detroit, Michigan 48211 |
| Michigan Congress of Parents, Teachers, and Students | Ms. Sue Ross<br>1100 Crescent, N.E.<br>Grand Rapids, Michigan 49503 |
| Michigan Early Childhood Consortium | Ms. Mary Trepanier, President (Prof.)<br>Ms. Joan Firestone (Alternate)<br>University of Michigan (Dearborn)<br>4901 Evergreen<br>Dearborn, Michigan 48128 |

| ORGANIZATION NAME | REPRESENTATIVE NAME |
|---|---|
| Michigan Economics for Human Development | Ms. Joanne Neil<br>908 W. Jefferson<br>Grand Ledge, Michigan 48837 |
| Michigan Education Association | Ms. Mary Christian, Vice Pres.<br>P.O. Box 673<br>East Lansing, Michigan 48823 |
| Michigan Elementary and Middle School Principals Association | Mr. William Mays, Jr., Exec. Dir.<br>Room 9, Manly Miles Building<br>1405 S. Harrison Road<br>East Lansing, Michigan 48823 |
| Michigan Federation of Teachers | Ms. Patricia A. Hall<br>9778 Lakewood<br>Grosse Ile, Michigan 48138 |
| Michigan Reading Association | Dr. Carolyn Cummings<br>Cons. for Early Childhood Educ.<br>Saginaw I.S.D.<br>6235 Gratiot Road<br>Saginaw, Michigan 48603 |
| National Black Child Development Institute | Rep. Alma Stallworth, President<br>House of Representatives<br>State Capitol, Room 12<br>Lansing, Michigan 48909 |
| Early Childhood Researcher | Dr. Samuel J. Meisels, Assoc. Prof.<br>University of Michigan<br>Center for Human Growth and Development<br>300 N. Ingalls Building, 10th floor<br>Ann Arbor, Michigan 48109 |
| Upper Peninsula Community Coordinated Child Care | Mr. Dave Wright, Chairperson<br>1110 Minneapolis<br>Sault Ste. Marie, Michigan 49783 |
| Early Childhood Educator | Ms. Barbara Schram<br>7339 Creekside Drive<br>Lansing, Michigan 48917 |

Michigan Department of Education Representatives

Dr. Phillip E. Runkel, Superintendent
Dr. Marvin H. McKinney, Early Education Specialist
Ms. Paula Tissot, Chief, Instructional Specialists Program

APPENDIX B

State Superintendent of Public
Instruction's Early Childhood Study Group

(Ad Hoc Committee)

Ms. Thelma Brooks
1626 Peach Street
Ann Arbor, Michigan 48105
(313) 662-3627

Dr. Sharon Elliot
299 Education Building
Wayne State University
College of Education
Detroit, Michigan 48202
(313) 577-1686

Dr. Arthur Enzman
Detroit Public Schools
5057 Woodward
Room 874
Detroit, Michigan 48202
(313) 494-1563

Ms. Cherrill Flynn, Consultant
Preprimary Impaired Programs
Oakland Schools
2100 Pontiac Lake Road
Pontiac, Michigan 48054
(313) 858-2121

Dr. Gerald Freeman
Oakland University
School of Human and Education
Services
Rochester, Michigan 48063
(313) 377-4164 357-0194 (leave
messages)

Mr. Ben Hamilton
Compensatory Education Program
Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909
(517) 373-3666

Ms. Ginny McCaig
896 Washington Road
Grosse Pointe, Michigan 48230
(313) 885-7183

Dr. Sam Meisels
Center for Human Growth and
Development
University of Michigan
300 N. Ingalls Building
10th floor
Ann Arbor, Michigan 48109
(313) 764-2443

Ms. Eva Redwine
Detroit Public Schools
Headstart Program
10100 Grand River, Room 206
Detroit, Michigan 48204
(313) 931-5470

Dr. Larry Schweinhart
High Scope Research Foundation
600 N. River Street
Ypsilanti, Michigan 48197
(313) 485-2000

Dr. Ann Soderman
Michigan State University
203 Human Ecology
East Lansing, Michigan 48824
(517) 355-1895

Ms. Jacquelyn Thompson
1407 Shannon Lane
Lansing, Michigan 48917
(517) 321-2591

APPENDIX C

STATE OF MICHIGAN

# DEPARTMENT OF EDUCATION

Lansing, Michigan 48909

PHILLIP E. RUNKEL
Superintendent
of Public Instruction

May 24, 1984

STATE BOARD OF EDUCATION
DR. GUMECINDO SALAS
*President*
JOHN WATANEN, JR.
*Vice President*
ANNETTA MILLER
*Secretary*
DR. EDMUND F. VANDETTE
*Treasurer*
CARROLL M. HUTTON
*NASBE Delegate*
BARBARA DUMOUCHELLE
BARBARA ROBERTS MASON
NORMAN OTTO STOCKMEYER, SR.
GOV. JAMES J. BLANCHARD
*Ex-Officio*

Dear Superintendent:

On October 4, 1983, the House Education Committee asked the Michigan Department of Education to report ". . . the extent to which districts already offer developmental kindergarten and preschool programs and the degree of utilization of these programs." At its October 5th meeting, the State Board of Education directed the Superintendent to establish a Study Group (organization list enclosed) to perform the following tasks:

1. TO LOOK AT THE ISSUE OF PRESCHOOL AS PRESENTED TO THE STATE BOARD OF EDUCATION;

2. TO WORK WITH LOCAL SCHOOL DISTRICTS TO DESIGN AND IMPLEMENT PROGRAMS FOR LESS MATURE CHILDREN; AND

3. TO MAKE RECOMMENDATIONS TO UPGRADE EXISTING KINDERGARTEN PROGRAMS.

The efforts of this Study Group have resulted in the design of the enclosed survey, Form SP-3173, "Survey of Public School Pre-Kindergarten and Kindergarten Programs." Please complete Form SP-3173 and return it to the Michigan Department of Education by June 15, 1984.

This Study Group has worked hard in the formulation of the document and feels that if completed in a timely fashion, it will lead to results that will assist districts in the planning of effective early education programs.

When the analyses of the data are concluded, a complete report will be forwarded to you in appreciation for your assistance. The analyses will also provide an objective data base to assist our staff in the resolution of policy issues pertaining to your children in our state.

I strongly urge you to take time from your busy schedule and join us in this effort to better define early education. Should you have any questions, remarks or concerns, please refer them to Dr. Marvin H. McKinney, Early Childhood Specialist, at (517) 373-2589.

Sincerely,

Phillip E. Runkel

Enclosure

SP-3173
3/84

AUTHORITY: Michigan Constitution Art. 8, Sec. 3
COMPLETION: Voluntary

Michigan Department of Education
School Program Services
INSTRUCTIONAL SPECIALISTS PROGRAM
Box 30008, Lansing, Michigan 48909

*Direct questions regarding this form to Dr. Marvin McKinney at (517) 373-8189.*

# SURVEY OF PUBLIC SCHOOL PRE-KINDERGARTEN AND KINDERGARTEN PROGRAMS

| Legal Name of School | District Code Number |
|---|---|
| Name of Contact Person | Contact Person's Telephone - Area Code/Local No. |

**MAILING INSTRUCTIONS:** Return ONE copy by JUNE 15, 1984 to the STATE address indicated above. Retain ONE copy for your record.

**DEFINITIONS:**

1. **PRE-KINDERGARTEN PROGRAMS** are public school programs for children who have not reached the age of five by December 1 of the enrollment year, e.g., Head Start.

2. **READINESS KINDERGARTEN** is designed for those children who are five by December 1, but who are determined "not ready" for the regular kindergarten program, e.g., young fives, developmental kindergarten, K1, readiness kindergarten, etc.

3. **REGULAR KINDERGARTEN** is a half-day kindergarten program for children who are five years old by December 1 of the enrollment year.

4. **PRE-FIRST GRADE READINESS PROGRAMS** are designed for children who have completed kindergarten, but who are determined "not ready" for first grade, e.g., transition rooms, primary rooms, junior first grades, reading readiness rooms, pre-first grades, etc.

**CERTIFICATION:** I certify that the information submitted on this report is true and correct to the best of my knowledge.

Date _____ Superintendent or Authorized Official _____ (Signature)

**A. PRE-KINDERGARTEN PROGRAM ONLY**

What funding sources are used for the PRE-KINDERGARTEN programs?
(Check ALL that apply)

- [7] NONE (Pre-Kindergarten Program is not offered.)
- [8] Head Start
- [9] Chapter 1
- [10] Local district funding
- [11] Community Education
- [12] Parent tuition
- [13] Other (specify)
- [14] Other (specify)

NAME OF SCHOOL DISTRICT _____ DISTRICT CODE NUMBER [ ][ ][ ][ ][ ][ ]

SP-3173
(Page 2)

**B. PROGRAM DATA**

| | | Pre-K Programs (1) | Readiness Kindergarten (2) | Regular Kindergarten (3) | Pre-First Grade Readiness Programs (4) |
|---|---|---|---|---|---|
| 1. Does your district currently provide these types of programs? | 15 | [1] YES [2] NO | [1] YES [2] NO | | [1] YES [2] NO |
| 2. Complete this item for EACH "NO" response in item 1. a. Are there plans to provide such a program in 1984–85? | 16 | [1] YES [2] NO | [1] YES [2] NO | | [1] YES [2] NO |
| b. Why is this program not currently offered? (Check all that apply) (1) Too few children would qualify for such a program to justify implementation. | 17 | [1] | [1] | | [1] |
| (2) Such programs are offered in the private sector. | 18 | [1] | [1] | | |
| (3) Other (Specify) _____ | 19 | [1] | [1] | | [1] |
| 3. Complete this item for EACH "YES" response in item 1. a. How many years has this program been in existence including this year, 1983–84? | 20 | _____ yrs | _____ yrs | | _____ yrs |
| b. Will this program continue to be offered in 1984–85? | 22 | [1] YES [2] NO | [1] YES [2] NO | | [1] YES [2] NO |
| c. How many hours per week are children in attendance in each session of this program? | 23 | _____ hours | _____ hours | | _____ hours |
| d. How many CHILDREN in total are enrolled in this program in your district during the 1983–84 school year? | 25 | | | | |
| e. Do you require an early childhood (ZA) endorsement for classroom teachers in this program? | 30 | [1] YES [2] NO | [1] YES [2] NO | [1] YES [2] NO | [1] YES [2] NO |
| f. Do children who are enrolled in these programs also complete a full academic year of regular kindergarten before starting regular first grade? | 31 | [1] Never [2] Rarely [3] Sometimes [4] Always | [1] Never [2] Rarely [3] Sometimes [4] Always | | |
| g. Do you perform screening or readiness testing of children prior to or upon their enrollment? | 32 | [1] YES [2] NO | [1] YES [2] NO | [1] YES [2] NO | [1] YES [2] NO |
| h. Complete (1) and (2) if you check "YES" to Item 3.g. (1) Do you use standardized instruments? | 33 | [1] YES [2] NO | [1] YES [2] NO | [1] YES [2] NO | [1] YES [2] NO |

(2) Name the instrument(s) you use.

Pre-K _____

Readiness K _____

Regular K _____

Pre-First Grade Readiness _____

District Contact Person for Page 2 _____ Telephone _____

(Print Name) (Area Code/Local No.)

APPENDIX D

## Screening and/or Readiness Testing Instrument Listing

| Readiness First Grade | District Frequency |
|---|---|
| ABC | 3 |
| Boehm | 2 |
| Brigance | 1 |
| CAT | 5 |
| CTBS | 3 |
| Gates | 3 |
| Gesell | 8 |
| HOIT - Reading | 1 |
| ITBS | 1 |
| Metro | 18 |
| PPVT | 2 |
| PREP | 1 |
| Purdue-Motor | 1 |
| SAT - Early Child | 1 |
| SESAT | 5 |
| SIT | 1 |
| Slingerland | 1 |
| Slosson | 1 |
| TOBE | 2 |
| Teacher Referral | 3 |
| WPPSI | 1 |
| Woodcook | 1 |
| 30 Different Instruments | |
| Locally Developed Objective Reference Test | 8 |

## Screening and/or Readiness Testing Instrument Listing

| Readiness Kindergarten | District Frequency |
|---|---|
| ABC | 19 |
| Anton Brenner | 2 |
| Beery | 3 |
| Boehm Slater | 2 |
| Brenner-Gestalt | 1 |
| Brigance Diagnostic | 11 |
| CPI | 1 |
| Caldwell | 5 |
| Daberon | 1 |
| Dallas | 1 |
| Deu Task of K-R | 3 |
| Dial | 16 |
| Elliot - Pearson | 1 |
| Frostig | 1 |
| Gesell | 48 |
| Haptic Perception | 1 |
| Lesiak | 6 |
| MAP | 1 |
| MAT | 2 |
| Miller Preschool Assessment | 1 |
| Minnesota | 1 |
| Peabody - PSF | 2 |
| Zimmerman | 1 |
| 33 Different Instruments | |
| Locally Developed Objective Reference Test | 9 |

## Screening and/or Readiness Testing Instrument Listing

| Pre-Kindergarten | District Frequency |
|---|---|
| Beery | 1 |
| Brennan Motor | 1 |
| Brigance | 5 |
| CPI | 1 |
| Caldwell | 20 |
| Chicago Early | 1 |
| Circus | 1 |
| Dallas | 1 |
| Denver | 11 |
| Dial | 12 |
| Elliot Pearson | 1 |
| Fluhardy | 1 |
| Gesell | 9 |
| Goldman First Test of Articulation | 1 |
| Humanics | 1 |
| K-ABC | 3 |
| Kaufman | 1 |
| LAP | 1 |
| McCarthy | 11 |
| Minneapolis Preschool | 1 |
| PPVT | 4 |
| Piper | 1 |
| Schaumberg | 1 |
| Stanford Binet | 1 |
| TOBE 2 | 1 |
| Taylor Readiness | 1 |
| Valett | 1 |
| WPPSI | 2 |
| WWCS | 1 |
| Zimmerman | 3 |
| 40 Different Instruments | |
| Locally Developed Objective Reference Test | 9 |

## Screening and/or Readiness Testing Instrument Listing

| Regular Kindergarten | District Frequency |
|---|---|
| ABC | 20 |
| Anton Brenner | 3 |
| Beery | 1 |
| Boehm-Slater | 3 |
| Brigance | 12 |
| CAT | 2 |
| CPI | 1 |
| CRT | 1 |
| Caldwell | 8 |
| Daberon Screening | 4 |
| Denver | 1 |
| Dial | 21 |
| Frostig | 1 |
| Gesell | 36 |
| Lesiak | 10 |
| MAP | 1 |
| Metropol | 8 |
| Miller | 3 |
| Minnesota | 1 |
| PPVT | 4 |
| Peabody - PSF | 1 |
| Pinter - Cunningham | 1 |
| SESAT | 2 |
| TOBE | 1 |
| WPPSI | 1 |
| 40 Different Instruments | |
| Locally Developed Objective Reference Test | 13 |

APPENDIX E

| DISTRICT NUMBER | DISTRICT NAME | NUMBER OF DEVELOPMENTAL KINDERGARTNERS | NUMBER OF PRE-FIRST GRADERS | STATE AID PER PUPIL | TOTAL STATE COST |
|---|---|---|---|---|---|
| 02070 | Munising | - | 18 | $807 | $14,526 |
| 02960 | | - | 20 | - | - |
| 03010 | Plainwell | 15 | - | $682 | $10,230 |
| 03020 | Otsego | 18 | - | $549 | $9,882 |
| 03040 | Wayland Union | 72 | - | $756 | $54,432 |
| 03050 | Fennville | - | 18 | $869 | $15,642 |
| 03100 | Hamilton | 14 | - | $18 | $252 |
| 05070 | Mancelona | 15 | - | - | - |
| 08010 | Delton Kellogg | - | 22 | $707 | $15,554 |
| 08050 | Thornapple Kellogg | 16 | - | $749 | $11,984 |
| 09010 | Bay City | 20 | 100 | $98 | $11,760 |
| 09090 | Pinconning | 103 | - | $808 | $83,224 |
| 11030 | Lakeshore | - | 36 | $496 | $17,856 |
| 11033 | River Valley | - | 19 | $43 | $817 |
| 11210 | Brandywine | 26 | - | $979 | $25,454 |
| 11340 | Bridgman | 20 | - | - | - |
| 13020 | Battle Creek | 28 | 17 | $1143 | $51,435 |
| 13050 | Athens | 17 | - | $752 | $12,784 |
| 13070 | Harper Creek | 45 | - | $917 | $41,265 |
| 13110 | Marshall | - | 15 | $453 | $6,795 |
| 13135 | Union City | 36 | 18 | $875 | $47,250 |
| 14020 | Dowagiac | 72 | - | $538 | $38,736 |
| 14030 | Edwardsburg | - | 21 | $474 | $9,954 |
| 15020 | Boyne City | - | 15 | - | - |
| 15060 | East Jordan | 30 | 17 | $114 | $5,358 |
| 16015 | Cheboygan | 30 | - | $478 | $14,340 |
| 17010 | Sault Ste. Marie | - | 18 | $1,099 | $19,782 |
| 17050 | Detour | - | 2 | - | - |
| 17140 | Brimley | - | 5 | $732 | $3,660 |
| 18010 | Clare | - | 15 | $846 | $12,690 |
| 18020 | Farwell | - | 20 | - | - |
| 21010 | Escanaba | 101 | - | $602 | $60,802 |
| 21025 | Gladstone | 43 | - | $1,197 | $51.471 |
| 22010 | Iron Mountain | 31 | - | $369 | $11,439 |

| DISTRICT NUMBER | DISTRICT NAME | NUMBER OF DEVELOPMENTAL KINDERGARTNERS | NUMBER OF PRE-FIRST GRADERS | STATE AID PER PUPIL | TOTAL STATE COST |
|---|---|---|---|---|---|
| 22030 | Breitung | 38 | - | $663 | $25,194 |
| 23010 | Bellevue | - | 7 | $989 | $6,923 |
| 23050 | Eaton Rapids | 17 | - | $781 | $13,277 |
| 23060 | Grand Ledge | 57 | - | $356 | $20,292 |
| 23065 | Maple Valley | - | 18 | $907 | $16,326 |
| 24070 | Petoskey | - | 18 | - | - |
| 25040 | Mt. Morris | 40 | - | $1,670 | $66,800 |
| 25080 | Carman | - | 40 | - | - |
| 25100 | Fenton | 17 | - | $479 | $8,143 |
| 25110 | Kearsley | 17 | - | $844 | $14,348 |
| 25120 | Flushing | 49 | - | $427 | $20,923 |
| 25150 | Clio | - | 38 | $914 | $34,732 |
| 25180 | Swartz Creek | 45 | - | $393 | $17,685 |
| 25200 | Lake Fenton | - | 18 | $121 | $2,178 |
| 25230 | Bentley | 8 | 17 | $735 | $18,375 |
| 25250 | Linden | 44 | - | $638 | $28,072 |
| 25260 | Montrose | - | 15 | $1,001 | $15,015 |
| 25280 | Lakeville | 30 | - | $916 | $27,480 |
| 26010 | Beaverton | - | 12 | $644 | $7,728 |
| 27020 | Ironwood | 15 | - | $894 | $13,410 |
| 28010 | Traverse City | 36 | - | - | - |
| 28035 | Buckley | 3 | 32 | - | - |
| 29040 | Breckenridge | 27 | - | $208 | $5,824 |
| 29050 | Fulton | 23 | - | $360 | $8,280 |
| 30020 | Hillsdale | 40 | - | $759 | $30,360 |
| 31030 | Calumet | - | 18 | $976 | $17,568 |
| 33020 | Lansing | - | 18 | $751 | $13,518 |
| 33060 | Haslett | 25 | - | $705 | $17,625 |
| 33100 | Leslie | 18 | 18 | $1,019 | $36,684 |
| 33200 | Stockbridge | 21 | - | $742 | $15,582 |
| 33230 | Williamston | 18 | - | $344 | $6,192 |
| 34090 | Lakewood | 43 | - | $953 | $40,979 |
| 34120 | Saranac | - | 15 | $902 | $13,530 |
| 34340 | Easton Twp. #6 | 52 | - | - | - |

| DISTRICT NUMBER | DISTRICT NAME | NUMBER OF DEVELOPMENTAL KINDERGARTNERS | NUMBER OF PRE-FIRST GRADERS | STATE AID PER PUPIL | TOTAL STATE COST |
|---|---|---|---|---|---|
| 35010 | Oscoda | 40 | - | $469 | $18,760 |
| 36025 | West Iron County | 17 | - | $620 | $10,540 |
| 38010 | Western | 15 | - | $812 | $12,180 |
| 38040 | Columbia | - | 18 | $214 | $3,852 |
| 38080 | Concord | 15 | - | $1,013 | $15,195 |
| 38100 | Hanover Horton | 17 | - | $595 | $10,115 |
| 38120 | Michigan Center | 16 | - | $821 | $13,136 |
| 38130 | Napoleon | - | 18 | $735 | $13,230 |
| 38140 | Northwest | 36 | - | $573 | $20,628 |
| 38170 | Jackson | 90 | - | $619 | $55,710 |
| 39030 | Comstock | 85 | - | - | - |
| 39065 | Gull Lake | 14 | - | - | - |
| 39130 | Parchment | 16 | - | $1,465 | $23,440 |
| 40040 | Kalkaska | 22 | - | - | - |
| 41010 | Grand Rapids | 50 | - | $820 | $41,000 |
| 41025 | Northview | 26 | - | $544 | $14,144 |
| 41050 | Caledonia | 14 | - | - | - |
| 41070 | Cedar Springs | 17 | 16 | $955 | $31,515 |
| 41080 | Comstock Park | 16 | - | $1,141 | $18,256 |
| 41110 | Forest Hills | 18 | 60 | - | - |
| 41130 | Grandville | 17 | - | $208 | $3,536 |
| 41160 | Kentwood | 20 | - | - | - |
| 41170 | Lowell | 35 | - | $599 | $20,965 |
| 41210 | Rockford | 63 | - | $456 | $28,728 |
| 41240 | Sparta | 34 | 17 | $779 | $39,729 |
| 43040 | Baldwin | 20 | 20 | - | - |
| 44020 | Almont | 12 | - | $575 | $6,900 |
| 44090 | North Branch | 70 | - | $847 | $59,290 |
| 46010 | Adrian | 146 | - | $892 | $130,232 |
| 46020 | Addison | 21 | 19 | $53 | $2,120 |
| 46040 | Blissfield | - | 18 | - | - |
| 46080 | Hudson | - | 18 | $670 | $12,060 |
| 46110 | Onsted | 43 | 12 | $529 | $29,095 |
| 47030 | Fowlerville | 27 | 17 | $613 | $26,972 |
| 47060 | Hartland | 33 | - | $470 | $15,510 |

| DISTRICT NUMBER | DISTRICT NAME | NUMBER OF DEVELOPMENTAL KINDERGARTNERS | NUMBER OF PRE-FIRST GRADERS | STATE AID PER PUPIL | TOTAL STATE COST |
|---|---|---|---|---|---|
| 47070 | Howell | 42 | 31 | $409 | $29,857 |
| 47080 | Pinckney | 35 | - | $244 | $8,540 |
| 48040 | Tahquamenon | - | 15 | $625 | $9,375 |
| 49055 | Engadine | - | 7 | - | - |
| 50010 | Centerline | 16 | - | - | - |
| 50020 | East Detroit | - | 24 | $668 | $16,032 |
| 50030 | Roseville | - | 18 | $394 | $7,092 |
| 50080 | Chippewa Valley | 36 | - | $487 | $17,532 |
| 50120 | Lakeshore | 32 | - | $886 | $28,384 |
| 50180 | Richmond | - | 21 | $211 | $4,431 |
| 50210 | Utica | 158 | - | $648 | $102,384 |
| 50230 | Warren Cons. | - | 70 | - | - |
| 50240 | Warren Woods | 52 | - | $150 | $7,800 |
| 51070 | Manistee | 38 | 18 | - | - |
| 52180 | Ishpeming | 36 | - | $958 | $34,488 |
| 53040 | Ludington | 36 | - | - | - |
| 55010 | Carney-Nadeau | - | - | $630 | - |
| 55100 | Menominee | 47 | - | $629 | $29,563 |
| 56010 | Midland | - | 80 | - | - |
| 58010 | Monroe | - | 15 | - | - |
| 58030 | Bedford | 36 | 26 | $780 | $48,360 |
| 58070 | Ida | 20 | - | $510 | $10,200 |
| 58080 | Jefferson | 40 | 17 | - | - |
| 58090 | Mason | 16 | - | $631 | $10,096 |
| 59090 | Lakeview | - | 24 | $553 | $13,272 |
| 59125 | Central Montcalm | - | 38 | $1,007 | $38,266 |
| 60010 | Atlanta | 20 | - | - | - |
| 61060 | Mona Shores | 67 | - | - | - |
| 61065 | Oakridge | 17 | - | $1,281 | $21,777 |
| 61080 | Fruitport | 36 | - | $1,261 | $45,396 |
| 61120 | Holton | 85 | 15 | $1,224 | $122,400 |
| 61180 | Montague | 30 | - | $274 | $8,220 |
| 61190 | Orchard View | 36 | - | $1,151 | $41,436 |
| 61210 | Ravenna | 23 | - | $793 | $18,239 |
| 61220 | Reeths Puffer | 77 | - | $675 | $51,975 |

| DISTRICT NUMBER | DISTRICT NAME | NUMBER OF DEVELOPMENTAL KINDERGARTNERS | NUMBER OF PRE-FIRST GRADERS | STATE AID PER PUPIL | TOTAL STATE COST |
|---|---|---|---|---|---|
| 61230 | North Muskegon | 12 | - | - | - |
| 61240 | Whitehall | 33 | - | $573 | $18,909 |
| 62040 | Fremont | 18 | - | $510 | $9,180 |
| 62050 | Grant | 17 | - | $960 | $16,320 |
| 62090 | Whitecloud | - | 15 | $648 | $9,720 |
| 63020 | Ferndale | 30 | 30 | $1,241 | $74,460 |
| 63060 | Southfield | 36 | - | - | - |
| 63070 | Avondale | 40 | - | - | - |
| 63110 | Oxford | 17 | - | $301 | $5,117 |
| 63130 | Hazel Park | 36 | - | $1,425 | $51,300 |
| 63160 | West Bloomfield | 36 | - | - | - |
| 63180 | Brandon | 18 | - | $756 | $13,608 |
| 63190 | Clarkston | 94 | - | $539 | $50,666 |
| 63200 | Farmington | 58 | 30 | - | - |
| 63220 | Huron Valley | 39 | 25 | $639 | $40,896 |
| 63230 | Lake Orion | 57 | - | $694 | $39,558 |
| 63260 | Rochester | 19 | - | - | - |
| 63290 | Walled Lake | - | 120 | - | - |
| 63300 | Waterford | 52 | - | $432 | $22,464 |
| 64040 | Ferry | 19 | - | $824 | $15,656 |
| 64080 | Shelby | 32 | - | $712 | $22,784 |
| 67060 | Reed City | - | 18 | $387 | $6,966 |
| 67020 | Evart | - | 23 | $184 | $4,232 |
| 69030 | Fairview | - | 39 | - | - |
| 70010 | Grand Haven | 78 | - | - | - |
| 70020 | Holland | 38 | - | - | - |
| 70070 | West Ottawa | - | 28 | $411 | $11,508 |
| 70120 | Coopersville | 16 | 12 | $662 | $20,160 |
| 70175 | Jenison | 112 | - | $720 | $80,640 |
| 70190 | Hudsonville | 32 | - | - | - |
| 70300 | Spring Lake | 36 | - | 339 | $12,204 |
| 72010 | Gerrish Higgins | - | 15 | - | - |
| 72020 | Houghton Lake | - | 15 | - | - |
| 73010 | Saginaw City | 273 | 169 | $1,162 | $513,604 |

| DISTRICT NUMBER | DISTRICT NAME | NUMBER OF DEVELOPMENTAL KINDERGARTNERS | NUMBER OF PRE-FIRST GRADERS | STATE AID PER PUPIL | TOTAL STATE COST |
|---|---|---|---|---|---|
| 73030 | Carrollton | - | 12 | $947 | $11,364 |
| 73080 | Buena Vista | 36 | - | - | - |
| 73110 | Chesaning Union | 75 | 82 | $712 | $111,784 |
| 73180 | Bridgeport Spaulding | 45 | 40 | $1,124 | $95,540 |
| 73200 | Freeland | 30 | - | $621 | $18,630 |
| 73210 | Hemlock | 25 | 13 | $186 | $7,068 |
| 73230 | Merrill | 16 | - | $404 | $6,464 |
| 73240 | St. Charles | 20 | - | $785 | $15,700 |
| 73255 | Swan Valley | 19 | 12 | $447 | $13,857 |
| 74040 | Capac | 20 | - | $180 | $3,600 |
| 74100 | Marysville | 18 | - | - | - |
| 75010 | Sturgis | 34 | 17 | $491 | $25,041 |
| 75050 | Constantine | 15 | 18 | $341 | $11,253 |
| 75060 | Mendon | 12 | - | $362 | $4,344 |
| 75070 | White Pigeon | 50 | 15 | $135 | $8,775 |
| 75080 | Three Rivers | 24 | - | $390 | $9,360 |
| 76060 | Brown City | 36 | - | $593 | $21,348 |
| 76090 | Deckerville | 16 | - | - | - |
| 78030 | Durand | 42 | - | $1,062 | $44,604 |
| 78040 | Laingsburg | 20 | - | $990 | $19,800 |
| 78080 | Perry | 20 | - | $1,034 | $20,680 |
| 78100 | Corunna | - | 40 | $763 | $30,520 |
| 78110 | Owosso | 34 | - | $644 | $21,896 |
| 79020 | Caro | 27 | - | $771 | $20,817 |
| 79030 | Cass City | 19 | - | $353 | $6,707 |
| 79080 | Kingston | - | 20 | $656 | $13,120 |
| 79090 | Mayville | 16 | - | $1,011 | $16,176 |
| 79100 | Millington | - | 17 | $1,031 | $17,527 |
| 79150 | Vassar | 23 | - | $681 | $15,663 |
| 80110 | Gobles | - | 17 | $775 | $13,175 |
| 80120 | Hartford | - | 19 | $1,146 | $21,774 |
| 80150 | Mattawan | 15 | 22 | $864 | $31,968 |
| 81050 | Dexter | - | 5 | - | - |
| 81070 | Lincoln | 10 | - | $619 | $6,190 |

| DISTRICT NUMBER | DISTRICT NAME | NUMBER OF DEVELOPMENTAL KINDERGARTNERS | NUMBER OF PRE-FIRST GRADERS | STATE AID PER PUPIL | TOTAL STATE COST |
|---|---|---|---|---|---|
| 81120 | Saline | 21 | - | - | - |
| 81140 | Whitmore Lake | 36 | 16 | - | - |
| 81150 | Willow Run | 81 | - | $1,277 | $103,437 |
| 82050 | Garden City | 8 | 20 | $1,208 | $33,824 |
| 82060 | Hamtramck | 30 | - | $823 | $24,690 |
| 82070 | Highland Park | - | 60 | $1,844 | $110,640 |
| 82095 | Livonia | - | 18 | - | - |
| 82100 | Plymouth Canton | - | 20 | $235 | $4,700 |
| 82110 | Redford Union | 39 | 54 | $1,055 | $98,115 |
| 82140 | South Redford | 15 | - | - | - |
| 82320 | Harper Woods | - | 14 | - | - |
| 82365 | Woodhaven | 40 | - | $556 | $22,240 |
| 82405 | Southgate | - | 18 | $412 | $7,416 |
| 83010 | Cadillac | 36 | - | $606 | $21,816 |
| 83060 | Manton | 21 | - | - | - |

Readiness Kindergarten Enrollment

135 Informula Districts - 4,684

31 Out of Formula Districts - 1,015

Total Readiness Kindergarten Enrollment - 5,699

Net State Aid Cost

$3,430,933

Readiness First Grade Enrollment

83 Inforumla Districts - 1,882

19 Out of Formula Districts - 575

Total Readiness First Grade Enrollment - 2,457

$1,313,163

TOTAL: $4,744,096

School Districts with both Programs:

Informula - 29

Out of Formula - 3

32

## YEARS IN EXISTENCE BY PROGRAM TYPE

| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | Row Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Pre-K Programs | 2 | 9 | 6 | 8 | 8 | 14 | 19 | 9 | 13 | 6 | 21 | 4 | 14 | 3 | 8 | 8 | 1 | 4 | 5 | 4 | 4 | 170<br>40.8 |
| Readiness K-Cart | 1 | 22 | 21 | 21 | 10 | 21 | 15 | 10 | 6 | 1 | 10 | 2 | 4 | 2 | 4 | | 1 | | | | 1 | 152<br>36.5 |
| Pre-1st Programs | 2 | 17 | 8 | 6 | 6 | 6 | 4 | 4 | 3 | | 13 | 2 | 5 | 2 | 5 | 4 | 1 | 1 | | 1 | 4 | 95<br>22.8 |

## COLUMN TOTALS BY YEARS

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| 5<br>1.2 | 48<br>11.5 | 35<br>8.4 | 35<br>8.4 | 24<br>5.8 | 41<br>9.8 | 38<br>9.1 | 23<br>5.5 | 22<br>5.3 | 7<br>1.7 | 44<br>10.6 |

| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|---|---|---|---|---|---|---|---|---|---|
| 8<br>1.9 | 23<br>5.5 | 7<br>1.7 | 17<br>4.1 | 12<br>2.9 | 3<br>.7 | 5<br>1.2 | 5<br>1.2 | 5<br>1.2 | 9<br>2.2 |

APPENDIX F